



RECRUITMENT PACK IBSTOCK SCHOOL

Teaching Assistant

25 hours per week – 39 weeks per year (0.8559 fte) – temporary to end of academic year

Grade 6, Points 9-10:

Full time salary: £25,188 – £25,590 per annum

Actual salary: £14,566.01 - £14,798.49 per annum

Commencing as soon as possible



i nspiration i nnovation i ntegrity

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TEACHING ASSISTANT

(Temporary until end of summer term 2025)

25 hours per week - 39 weeks per year (0.5783 fte)

Grade 6, Points 9–10.

Full time salary: £25,188 - £25,590 per annum

Actual salary: £14,566.01 - £14,798.49 per annum

Commencing as soon as possible

Due to the school's continued growth, an exciting opportunity has arisen for a teaching assistant to join our successful SEND support team, to support and raise the attainment of our students.

Working under the direction and supervision of teaching staff, you will assist with teaching and learning and associated activities in order to help students progress, through appropriate targeted interventions. As a teaching assistant you will also assist, when required, with the planning, delivery and evaluation of learning activities, supporting in whole classes and working with individuals and small groups of students.

The successful candidate will ideally hold a relevant NVQ level 3 (or equivalent qualification), or have recent proven experience of working effectively with young people at this level in a similar role in an education setting. Teamwork is key and it is essential that you have excellent communication skills and the ability to engage and work with a range of school professionals.

With over 700 students on roll, the school is at the heart of the local community, serving families in Ibstock and the surrounding villages of North-West Leicestershire.

LIFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

All offers of employment will be subject to a DBS check and an online search.

December 2024

Dear applicant

Teaching Assistant

Thank you for your interest in the above post at Ibstock School. We are looking to recruit a teaching assistant to join our successful SEND support team, to support and raise the attainment of our students.

Context

With over 700 students on roll, the school is at the heart of the local community, serving families in Ibstock and the surrounding villages of North-West Leicestershire. We joined LiFE Multi Academy Trust in July 2021 and in the summer term 2024 our first cohort of GCSE students took their exams, completing the process of age range change to become an 11-16 school.

About the role and you

Working under the direction and supervision of teaching staff, you will assist with teaching and learning and associated activities in order to help students progress, through appropriate targeted interventions. As a teaching assistant you will also assist, when required, with the planning, delivery and evaluation of learning activities, supporting in whole classes and working with individuals and small groups of students.

The successful candidate will ideally hold a relevant NVQ level 3 (or equivalent qualification), or have recent proven experience of working effectively with young people at this level in a similar role in an education setting. Teamwork is key and it is essential that you have excellent communication skills and the ability to engage and work with a range of school professionals.

How to apply

We encourage you to visit our website for more detailed information about the school and further information about the vacancy. Informal enquiries are welcomed by emailing jobs@ibstockschool.co.uk or by calling 01530 260705.

Applications should be made via our Eteach portal by clicking on the link below and should be received no later than **9.00 am on Monday 6 January 2025**.

<https://www.eteach.com/careers/lifemultiacademytrust/>

It is anticipated that interviews for shortlisted candidates will take place on Thursday 9 January 2025.

The application process

Safeguarding

We are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to behave in such a way that supports this commitment. Appointment to this post will be subject to satisfactory pre-employment checks, including an online check.

Data Protection

Should you be unsuccessful with your application, the school will confidentially destroy your application form after six months of its submission. If you are successful in your application, this information will be kept securely as part of your personal employment record.

References

Applicants must provide the details of two referees. One reference should be from your current employer or if unemployed, your last employer. Where possible, references should be from separate sources and not from the same organisation or employer. All referees should have known you for at least one year or more and cannot be from a spouse, partner, friend or relation or from someone with whom you live. The school will contact referees for verification. Please ensure that you have permission to provide their details on the application form and note that references will be sought prior to interview for all shortlisted candidates.

Equal Opportunities

We are determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

We look forward to receiving your application. Thank you in advance for your interest in working with us and for the effort that you have made with your application. If you wish to discuss or clarify anything arising from the information attached, please do not hesitate to contact us.

Yours sincerely



Nicola Koncarevic

Executive Headteacher
Ibstock School

Job Description

Grade: Grade 6, Point 9-10

Hours: 9.00am – 3.15pm Monday to Friday - 39 weeks per year

Responsible to: Headteacher, Deputy Headteacher, SENDCo, Teachers, other classroom support staff and the Senior Leadership Team

Job Purpose: To provide agreed support to the teacher in the delivery of planned whole class learning activities and make recommendations in line with QFT to support learner access and engagement, adapting work if necessary

Key Responsibilities:

- To work under the direct supervision of a teacher to carry out planned learning activities with small groups or individual pupils, providing feedback on their engagement in activities and their achievements of the desired learning objectives.
- To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans.
- To observe and feed back to the teacher on pupil performance and behaviour, taking action as appropriate in line with relevant school policies.
- In conjunction with the class teacher, support the physical, intellectual, emotional and social development of the child, including contributing ideas and suggestions to support planning and adaption of lessons, to meet their development needs.
- To interact with and respond positively to children, young people and adults.
- To develop positive relationships with colleagues, and other relevant agencies providing consistent and effective support and working constructively as a member of the school staff team.
- To support pupils to improve their numeracy, literacy and Oracy skills through focussed learning activities and more generally across the curriculum.
- To prepare and utilise ICT resources to support the child's learning, including preparation of required words/phrases to be included on communication device as appropriate, including an up to date knowledge and training in the effective use of iPads.

- To prepare and support the use of learning materials and create visual displays, in accordance with the requirements of the teacher, in order to facilitate a relevant physical learning environment.
- To develop the students' self-esteem and confidence within learning situations.
- To deal sympathetically with students' individual medical needs and/or personal care/hygiene needs.
- To participate, when necessary, in students' Annual Review of Special Educational Needs.
- To organise and supervise practical or sporting activities as required
- To provide education, care and encouragement to the child, supporting them to participate in activities and liaising, if required, with parents/carers/other professionals as appropriate. This may include attending relevant internal and external meetings.
- To escort and supervise the child on educational visits and out of school activities, ensuring their health, safety and well-being
- The post holder may be required to attend, from time to time, training courses, or other meetings as required by his/her own training needs and the needs of the school.
- To undertake at least one break duty per week
- To assist with the safe moving, handling and repositioning of children with medical needs using appropriate equipment if necessary, in conjunction with additional members of staff *
- To assist with care needs as appropriate including feeding and toileting support to pupils as necessary *
- * These duties only to be carried out after appropriate risk assessment and training have been undertaken

Whole School Responsibilities

- Support current policies and recognised good practice within the School.
- Be aware of the importance of confidentiality and data protection.
- Participate in annual Performance Management review with Line Manager, based on agreed objectives, ideally one of which should be linked to the School improvement plan.
- To work as part of a team, to act as a contact in providing basic emergency first aid, if training is provided.
- Willingness to be flexible in both approach & use of time.
- All tasks should be undertaken with due regard to Health & Safety Regulations.
- To undertake such other duties which are within the scope of the job purpose, title of the job and its grade.

This post is subject to enhanced level check from the Disclosure and Barring Service (DBS).

All Ibstock employees are expected to promote and safeguard the welfare of students at the School.

Our Child Protection Policy is made known to all and is designed to guide staff, students and parents/carers with regard to Child Protection issues.

The Governing Body is seeking to promote the employment of people with disabilities and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable candidate with a disability.

This Job Description sets out the responsibilities of the post at the time it was drawn up. Such responsibilities may vary from time to time without changing the general character and requirements of the post or the level of responsibility entailed. Variations are a common occurrence and do not necessarily constitute additional responsibilities or warrant a higher grade.

If you use your own private car or motorcycle for Ibstock business you must seek prior authority to do so from your Manager.

You should ensure that your insurance cover extends to business use and the insurer should, if necessary, be asked to endorse the certificate to confirm that driving in the performance of the Ibstock's business is covered by the insurance policy. A copy of your insurance certificate will need to be seen by the School Business Manager.

Person Specification

Teaching Assistant (SEN Pupils):

	Essential		Desirable	
Qualifications:	GCSE or equivalent in Maths/ numeracy and English/literacy Grade C/4 or above	A/Doc		
Experience:			Experience of working in a child-focused environment, either as an employee or a volunteer Experience of supporting teaching and learning in a formal setting Experience of supporting children and young people	A/I/R

			with learning difficulties and disabilities Experience of eye gaze or other AAC technology	
Knowledge and skills:	Knowledge of safeguarding/child protection and health and safety procedures	A/I/R		
Skills/Attributes	Ability and willingness to undertake professional development Good interpersonal skills Empathy with children and young people Ability to work effectively as part of a team,	A/I I/R I/R I/R		
General Circumstances	An understanding of and commitment to Equal Opportunities and the ability to apply this to strategic work and day-to-day situations	A/I		
Safeguarding	Responsibility and accountability for Safeguarding and promoting the welfare of children and young people Awareness of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people Able to recognise indicators that may lead to concerns and to take immediate action Is committed to ensuring the safeguarding and well-being of children and young people and takes appropriate action where necessary	A/I A/I A/II A/I		

Factors not already covered	Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010	M		
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Evidence to be gleaned from:

- A Letter of application and application form
- I Interview process
- R Reference

Vision, Values and Ethos

LiFE Multi Academy Trust

Bringing Learning to LiFE

Vision:

We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence, we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each of our schools needs to be seen as a leader of, and vital to, its local community; each school is regarded as fundamental to the identity of its surrounding community. In this capacity we will relentlessly promote the values of inclusion and the celebration of diversity, alongside personal responsibility and respect.

Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond the school gate
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
- Valuing and promoting the celebration and understanding of diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies
- Ensuring our curricula are agents for the promotion of our values

Our Trust consists of

The LiFE Multi Academy Trust currently consists of 10 Schools. Our lead school is Bosworth Academy with the other schools in the Trust being Ashby School, Braunstone Frith Academy, Countesthorpe Academy, Desford Community Primary School, Dovebank Primary School, Kingsway Primary School, Ibstock Community College, Ivanhoe School and the The Winstanley School.

Our offer for all staff joining the LiFE Multi-Academy Trust and our schools

Professional Capital: *'we believe in getting the right people, getting them to work together and getting them to stay'*

STRATEGY	DESCRIPTION
Putting Your Trust in Our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual performance management, we encourage our staff to identify aspirational targets through our 'Personal Improvement Plan' (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
Health and Wellbeing Strategies	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> providing employees with a safe, healthy and supportive environment in which to work recognising that the health and wellbeing of our employees is important providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to 'Mindful Employer' and the 'Charter for Employers who are Positive about Mental Health'.</p> <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>
Equality and Equal Opportunities	Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages,

	discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.
Presumed Professionalism	We have a 'Presumed Professionalism' ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.
Development of Professional Capital and Excellence	<p>As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We pride ourselves on this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.</p> <p>Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.</p> <p>Examples of the many opportunities we encourage staff to take up externally include:</p> <p>The National Professional Qualification for Senior Leadership (NPQSL)</p> <p>The National Professional Qualification for Headship (NPQH)</p> <p>The National Professional Qualification for Middle Leadership (NPQML)</p> <p>The Outstanding Teacher Programme (OTP)</p> <p>Initial Teacher Training (ITT)</p> <p>Pathways are available at apprenticeship level, NQT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.</p> <p>Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.</p> <p>Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.</p>
Great Access to Progression and	Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional

Leadership Responsibility	progression pathways within the CPD offered throughout the year at all levels within the Trust.
Collaboration Across all Schools	We are developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.
Sabbatical and Flexible Working Policies	<p>We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details.</p> <p>Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.</p>
Strong Induction Process	It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.
ECT Support	Where possible we try to ensure that ECTs have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.
3D Networks	3D Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3D Learning and Teaching model.
Attendance of Staff	Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all staff and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our school